DOCUMENT RESUME

ED 367 082 EC 302 783

AUTHOR McIntyre-Hosler, Ernestine
TITLE Use of a Self-Recording Procedure To Increase On-Task Behavior of Emotionally Handicapped Children.
PUB DATE Aug 93
NOTE 65p.; M.S. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Attention Control; *Emotional Disturbances; Intermediate Grades; Junior High Schools; Middle Schools; Program Implementation; *Self Esteem; *Self Evaluation (Individuals); *Self Management; Special Classes; *Time on Task
IDENTIFIERS Self Monitoring

ABSTRACT

This practicum developed a self-recording procedure as a strategy for increasing on-task behavior, academic achievement, and self-esteem of 12 students (grades 6 to 8) with emotional disabilities in a self-contained class over a 12-week period. Students were taught to self-record at gradually decreasing frequencies as well to use their judgment in selecting target behaviors and frequency of self-recording. Evaluation indicated a decrease of at least one level of significance on the Burks' Behavior Rating Scale in the areas of poor attention, poor self-esteem, and poor academics. Appendices include sample self-recording checklists, the visual prompts used, letters to parents, the feedback survey of faculty and students, detailed instructions for the self-recording procedure, and a sample progress report. (Contains 24 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 367 082

USE OF A SELF-RECORDING PROCEDURE TO INCREASE ON -TASK BEHAVIOR OF EMOTIONALLY HANDICAPPED CHILDREN

by

Ernestine McIntyre-Hosler

A Practicum Report

Submitted to the Faculty of the Center for the Advancement
of Education of Nova University in partial fulfillment
of the requirements for the degree of
Masters of Science in Education

The abstract of this report may be placed in a National Database System for reference.

August, 1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ernestine McIntyre-Hosler
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 302783

BEST COPY AVAILABLE

ABSTRACT

Use of a Self-Recording Procedure to Increase On-Task Behavior of Emotionally Handicapped Children.
McIntyre-Hosler, Ernestine M., 1993: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Self-Monitoring/ Self-Management/ Time-On-Task/ Time Management/ Attention/ Student Behaviors/ Self-Evaluation (individual)/ Behavior Disorder/ Productivity/ Academic Achievement/

This practicum offers the use of a self-recording procedure as a technique for increasing on-task behavior, academic achievement and self-esteem of Emotionally Handicapped (E.H.) students in a 12 week plan.

The strategy outlined enables the target students to develop self-esteem, academic achievement and increase their on-task behavior which could be transferred to other classroom settings. The results indicated a decrease of at least one level of significance on the Burks' Behavior Rating Scale in the areas of poor attention, self-esteem, and poor academics. These results also provided information on how the students' performances and attitudes towards their academic and social progress had changed over a period of 12 weeks. The successful use of the self-recording procedure in the classroom setting enabled educators in this setting to see the importance of this project in facilitating students to achieve academically and enhance their self-esteem.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledge such work in accordance with accepted scholarly and editorial practices. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Hosler

Student's Signature

Document Release

Permission is hereby given to Nova University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the cost of duplication, handling, and mailing of the materials.

Hosler

Student's Signature

October 5th 1993

Date

OBSERVER'S VERIFICATION

Practicum Title: Use of a Self-Recording Procedure to Increase On-Task Behavior in Emotionally Handicapped Children

Student's Name: Ernestine McIntyre-Hosler

Program Site: Melbourne

Date: 23 September 1993

Observer's Name: Lisa Riley

Observer's Position: Specific Learning Disabilities Teacher

Phone Number: (407) 676-5700

Observer's comment on the impact of the project (Handwritten):

SRP's impact would be and was instrumental in increasing student's self-esteem. I saw the progress this intervention made upon several of the authors students and it was fantastic! SRP's also helped increase all student's awareness of their academic behaviors. With this awareness several students became more enthusiatic in terms of academic performance (Riley

BEST COPY AVAILABLE

TABLE OF CONTENTS

page

Title Page i

Abstract ii

Authorship Statement/Document Release iii

Observer's Verification iv

Table of Contents v

List of Tables vi

Chapters

I. Purpose 1

II. Research and Solution Strategy 11

III. Method 18

IV. Results 26

V. Recommendations 32

Reference List 34

Appendices

Appendix A: Self-Recording Check Sheets 37

Appendix B: Visual Prompt 41

Appendix C: Letters to Parents and Students 43

Appendix D: Feedback Surveys 48

Appendix E: Self-Recording Procedure & PARNES Model 53

Appendix F: Progress Report 56

LIST OF TABLES

Table 1: E.H. Students Statistics 5

Table 2: Poor Ego-Strength (Burks') 6

Table 3: Poor Attention (Burks') 7

Table 4: Poor Academic Achievement (Burks') 8

Table 5: Change in Behaviors of E.H. Students 27

Table 6: Change in Letter Grades of E.H. Students 30

CHAPTER I

Purpose

Background

The school used for this study is located in a county along the eastern coastline of Florida. The US Census data states that the population of the county is 500,000 and has grown 46.2 percent since 1980. The entire county is one school district educating 60,000 children from pre-school to 12th grade. Eighteen percent of the children in this area live below the poverty level (Educational Directory, 1992).

The target school was completed in 1957. It is a middle school in a metropolitan area. The total student membership in the target school is 773. Of this population 77 percent are White, 19 percent Black, and two percent Hispanic. There are 41 teachers, three administrators and 21 supporting staff. Based on educational level, 65 percent of the teachers have a Bachelor's degree and 35 percent have a Master's degree (1991-92 Florida School Report). The special education programs offered at this school service 13 percent of the student population. The special education programs are divided as follows: three teachers providing service for 17 Specific Learning Disabled students per teacher, one teacher providing service for 50 Resource Learning Disabled students, one teacher providing

service for 12 Educable Mentally Handicapped students, and one teacher providing service for ten Emotionally Handicapped (E.H.) students.

The teacher of E.H. teaches self-contained intermediate (sixth to eighth) grade students. The role of the teacher of E.H. students is to design and implement an individual educational plan for the E.H. student based on the student's needs. The teacher also provides instruction in the area of academics. The E.H. student is one who, after receiving supportive educational assistance and counseling services, still exhibits persistent and consistent behavioral disabilities which disrupt the student's own learning (County Plan for Exceptional Student Education Handbook, 1991-92). The writer has two years of teaching experience in a self-contained E.H. classroom as a teacher. The writer has a Bachelor of Science in Biology with a Minor in Psychology from the University of Central Florida, Orlando, Florida. The author of this practicum is certified in Biology, grades 6-12 and Middle School Science, grades 5-9 and is currently pursuing a Master of Science degree in Varying Exceptionalities at Nova University, Fort Lauderdale, Florida. The purpose of the study is to help students in the self-contained E.H. class increase on-task behavior, academic achievement, and self-esteem by using the self-recording procedure.

Statement of the Problem

On-task behavior, academic achievement and self esteem are some of the prerequisites to bring about learning. Students are more likely to experience difficulty in academics and social skills when their on-task

behavior is undeveloped. This author feels that these skills are needed regardless of the educational placement. It is important to monitor E.H. students' academic output and the feelings and behaviors in the school setting. One way to monitor self progress is for the students to learn a management strategy. If the process of the management strategy has been taught and mastered, the amount of behavioral interventions required with an exceptional student can be reduced. The result would successfully increase the ability to meet the academic demands of the class setting and improve feelings of self worth.

Students who are E.H. are often plagued by short attention spans or erratic on-task behavior (Ackerman and Shapiro, 1984). At the secondary level, increasing demands can considerably increase academic and behavioral deficits. Teachers (Meyer, Dickey, Flemming, DeSaro, and Lemhouse, 1993) reported that during independent work periods, students did not complete assignments and looked around the room instead of working. Research (Gettinger and Fayne, 1982) has shown that if teachers can help these students increase their on-task behaviors, learning increases.

Like most concepts, attention is more complex than it seems. While many teachers frequently request the students "pay attention," very few teachers ever teach students what this means, exactly. Attention can be measured by determining the percentage of time in which a student attends to a task (Harris, 1986). For example, the child who never seems to finish worksheets, even when able to do the problems, may have a problem with

time-on-task. On-task time is usually defined as eye-contact with the task at hand (Harris, 1986). Children with emotional handicaps, according to their teachers (Meyer, Dickey, Flemming, DeSaro, and Lemhouse, 1993), are on-task 30 to 60 percent of the time. It has been noted by Nelson and Hayes (1983) that aspects of cognitive behavior modification have been identified as potential remedies for students considered to be inattentive and passive.

According to informal interviews of five teachers of E.H. students in the target county, students' on-task behavior was a major problem in the self-contained class as determined by their Burks' test results (Meyer, Dickey, Flemming, DeSaro, and Lemhouse, 1993). All have found that off-task behavior has been a major hindrance to learning. One teacher stated that self-recording has proven effective across a variety of age groups; however, most studies have focused on elementary-age students (Meyer, 1993). This teacher had found it difficult to teach self-recording in the classroom setting when other behaviors, such as "off-task," "low self-esteem," and "hyperactivity" are also present. Of the five teachers interviewed throughout the school district, each expressed an interest in finding a reliable and effective means of increasing on-task behaviors in their classrooms.

Each of the target county teachers who were interviewed stated their own personal theories. They note that there is a need to increase on-task behavior among their students which would raise their student's self-esteem, attention, and academic achievement. The students in these teachers' classes exhibited low self-esteem, poor academic achievement,

and poor on-task behaviors when teachers rated them on the Burks' Behavior Rating Scales. These behaviors seemed resistant to treatment using behavior modification. The teachers found it difficult to teach with these problems. Each of the target county teachers stated that they needed to increase self-esteem among their students, which, they believe, would increase academic achievement.

The E.H. students who were selected for this study were 10 intermediate (sixth to eighth grade) level boys. Table 1 describes students age, grade, how long they have been in the program, and their behavioral problems. Table 1 also identifies and rates the specific problem area for each student.

Table 1

E.H. Students Statistics

Student Number	Age	Grade	Years in Program	Behavioral Problem Area†		
				Poor Academic Achievement	Poor Self-esteem	Poor Attention
1	14	7	2.0	1	2	3
2	15	8	4.0	2	3	1
3	13	6	1.0	3	1	2
4	14	7	1.0	3	2	1
5	13	6	<0.5	3	2	1
6	14	7	3.0	1	2	3
7	15	8	3.0	2	3	1
8	15	8	4.0	3	1	2
9	14	8	5.0	3	2	1
10	13	6	1.0	3	1	2

† Rated 1 to 3, most to least high significance.

The students' self-esteem, poor attention and poor academic achievement were measured on the Burks' Behavior Rating Scale. The students' self-esteem, as defined by Burks (1987), is one's personal judgment about one's own worth and performance capabilities. This behavior was measured on the Poor Ego-Strength Sub-Scale of the Burks' Behavior Rating Scales. Poor Ego-Strength is defined as an incapacity to show true abilities due to a lack of confidence (Burks, 1987). Eight of the 10 students were found in the Very Significant Range, and two were found in the Significant Range. Table 2 depicts the sub-scale results for all the students exhibiting poor self-esteem.

Table 2

Poor Ego-Strength (Burks')

Student	Range
1	Very Significant
2	Significant
3	Very Significant
4	Very Significant
5	Very Significant
6	Very Significant
7	Significant
8	Very Significant
9	Very Significant
10	Very Significant

The students' poor attention, which is the inability to bring material into consciousness and to retain it, was measured on the Poor Attention Sub-Scale of the Burks' Rating Scales. Seven of the students fell within the Very Significant Range while the other three students fell within the Significant Range as described in Table 3.

Table 3

Poor Attention (Burks')

Student	Range
1	Significant
2	Very Significant
3	Very Significant
4	Very Significant
5	Very Significant
6	Significant
7	Very Significant
8	Very Significant
9	Very Significant
10	Significant

The students' poor academic achievement, which is the inability of the student to succeed in basic school subjects, was measured on the Poor Academic Achievement Sub-Scale of the Burks' Rating Scales. Four of the students fell within the Very Significant Range while the other six tested as Significant as indicated in Table 4.

Table 4

Poor Academic Achievement (Burks')

Student	Range
1	Very Significant
2	Very Significant
3	Significant
4	Significant
5	Significant
6	Very Significant
7	Very Significant
8	Significant
9	Significant
10	Significant

The above information would be compared with results obtained after the intervention to determine whether a change in behavior occurred. Post assessment using the same instrument would be administered at the end of the twelve week period to determine any improvements in behaviors.

Outcome Objectives

This project endeavored to increase on-task behavior, self-esteem, and academic achievement among E.H. middle school students over a 12 week period.

Objective 1

At the conclusion of the 12 week period, eight of the 10 students (80 percent) that had excessive off-task behavior, as measured by the Burks' Behavior Rating Scale, would have demonstrated increased on-task behavior by a decrease of at least one level of significance on the same scale.

Objective 2

During the 12 week period, 10 of the 10 students (100 percent) having low academic achievement would have increased their academic achievement as indicated by an average improvement for each student of one letter grade; a decrease of at least one level of significance for each student on the Burks' Scale; and, under the PARNES Creative Problem Solving Model, orally demonstrate the Self-Recording Procedure to other students in Special Education classes as observed by the researcher.

Objective 3

Upon completion of the 12 week period, 10 of the 10 students (100 percent), having poor self-esteem, would have demonstrated increased self-esteem as indicated by a decrease of at least one level of significance on the Poor Ego-Strengths Scale as measured by the Burks' Behavior Rating Scales.

CHAPTER II

Research and Solution Strategy

Research

On-task behavior in children seems to be deficient in many E.H. classrooms. E.H. students are often plagued by short attention span and erratic on-task behavior. Research has shown that if teachers can help these students increase their on-task behavior, learning occurs (Gettinger and Fayne, 1982).

Attention appears to be a pre-requisite for most learning, and it has been noted that attention problems contribute to academic failure (Meyer, Dickey, Flemming, DeSaro, and Lemhouse, 1993).

E.H. students have often been characterized as having difficulties attending to tasks. At the secondary level, increasing demands can considerably increase academic and behavioral deficits.

Aspects of the self-recording procedure to increase awareness of off/on task behavior have been identified as potential remedies for students considered to be inattentive and passive. Self-recording has been recommended as a means of actively improving the students' learning process, thereby reducing inattentive and passive behaviors (Nelson and Hayes, 1983). Self-recording of behavior is a metacognitive strategy which

is directed at increasing appropriate behavior in a classroom, including on-task behavior. Self-recording procedures have been used successfully with a wide range of exceptional students. Self-recording is often the preferred procedure because it (a) insures that the cue of self-record occurs close to the monitoring behavior (Hayes and Nelson, 1983), and (b) utilizes the student as an active participant who evaluates, records, and reinforces positive behavior (Christie, Hiss and Loranoff, 1984).

Nelson and Hayes (1981) use self-recording to teach students to periodically ask themselves "Am I paying attention?" or "Am I on-task?". This technique requires the students to (a) self-assess their behavior to determine if a certain behavior occurs, and (b) self-record the occurrence of their behaviors.

Nelson and Hayes (1983) implemented the self-recording procedure in a classroom to reduce inattentive student behavior. This procedure, according to the researchers, freed the teacher to concentrate on academics rather than behavior. Additionally, self-recording has led to an increase of attentive behaviors and increased academic progress. The procedure has been used to modify a variety of behaviors (Ackerman and Shapiro, 1984).

Seymour and Stokes (1986) used self-recording in conjunction with a "token economy" program to improve the work performance of a female student in an institutional setting.

Mimer (1990) used the self-recording procedure with the data collection apparatus and point system to improve the students' ability to get

to their resource room in an expeditious manner. All three students consistently made it to their resource room within the specific time to a greater degree after the implementation of the program.

Blick and Test (1987) showed that the implementation of the self-recording procedure to record on-task behavior increased the behavior and that it remained at an acceptable level after the completion of the program.

Self-recording has also been used to increase the amount of time students pay attention, complete academic assignments, increase verbalization, and improve school attendance. (Kapadia and Fantuzzo, 1988; Lovitt, 1973).

Rooney, Polloway, and Hallahan (1985) taught their students the self-recording procedure. When the timer sounded, the students asked themselves if they were paying attention. Then they recorded "yes" or "no" on their self-recording chart. The study revealed great success with their on-task behavior.

Harris (1986) used self-recording for a self-recording-of-productivity procedure in which the students were taught to make overall judgments of their performance at the end of their class. The students obtained success in their performance and seemed to generalize this procedure to other tasks.

According to Shapiro and Derr (1987), school-based interventions for on-task behavior can be grouped into either contingency management (behavior modification) or self-recording procedures. Behavior management techniques taught to E.H. teachers rely heavily on behavior

modification. A series of rewards and consequences, applied on the basis of behaviors of the students, are designed to either increase students' appropriate behaviors, or decrease unwanted student behaviors. One outcome of this type of behavior modification is that it motivates students for extrinsic rewards rather than intrinsic rewards. Behavior modification, when used for increased on-task behavior, does not always acknowledge the ability to reason, plan, predict, and monitor one's own actions.

Meyer and Dickey (1992), in personal interviews with a local teacher of middle school E.H. students, reported that on-task behavior is resistant to treatment when using behavior modification.

A second component to examine is self-esteem. An important aspect of self-recording is that the student develops a self image as a "thinker". Sherman (1989) carried out a study of second grade students to determine whether increasing students' self-esteem would increase students' academic performance. The study showed that when the students' self-esteem increased, their academic performance improved.

Based on the studies of others, the author has gained valuable insights to the self-recording procedures. Slade (1986) indicates that self-recording can be used for behavioral control, academic proficiency and self-esteem. He states that the students pinpoint what they want to achieve over a certain amount of time.

This project's solution strategy is based on this writer's acceptance of the premise of the following researchers: Nelson and Hayes (1981, 1983); Christie, Hiss and Loranoff (1984); Rooney, Polloway and Hallahan (1985);

Harris (1986); Slade (1986); Blick and Test (1987); Kapadia and Fantuzzo (1988); and Sherman (1989). This was due to the strategies producing intrinsic rewards and the use of critical thinking. The self-recording procedure is considered because the teacher is the presenter of the information and provides organization, storage, and retrieval of the selected goals and objectives. The author rejects Seymour and Stokes (1986) and Shapiro and Derr (1987) because of the use of the "token economy" which places the decision whether the student was on-task with an external source rather than with the student . The author also rejects Mimer (1990) because self-recording is used to help students get to their resource room. This behavior is not desired in this practicum research.

Solution Strategy

This project was undertaken to reduce off-task behavior and increase self-esteem and academic achievement among the targeted population. The research has shown that the self-recording procedure has helped reduce off-task behavior and increase self-esteem. To accomplish the objectives developed for this project, the writer designed a strategy which used self-recording check sheets (Appendix A), visual prompts (Appendix B), the PARNES Model (Appendix E), and the time-sampling procedure. The use of the above procedures sought to improve on-task behavior, increase academic achievement and increase self-esteem.

Since the writer accepted the use of intrinsic rewards and the use of critical thinking as espoused by Nelson and Hayes (1981, 1983); Christie,

Hiss and Loranoff (1984); Rooney, Polloway and Hallahan (1985); Harris (1986); Slade (1986); Blick and Test (1987); Kapadia and Fantuzzo (1988); and Sherman (1989) in which the authors used the self-recording procedure to increase on-task behaviors, self-esteem, and academic achievement, the writer agrees that increasing on-task behaviors leads to academic success and increased self-esteem. Therefore, a self-recording procedure was developed and utilized.

Harris (1986) suggested that the self-recording procedure be used to compare behaviors which, in turn, increased the students' judgments and helped to generalize the self-recording procedure to other situations. The authors' use of this simple technique could be used in a regular classroom without elaborate inservices or extra training. The study conducted by Slade (1986) showed how this procedure was implemented in the classroom and how the students pinpoint their own behaviors by a set standard criteria.

Mimer (1990) used self-recording to help students get to their resource rooms on time; however, since this is not part of the practicum project, the writer discarded this part of the research.

Behavior modification techniques presently being used in other E.H. classrooms were not used with the students targeted in this population. The Self-Recording Procedure (SRP) devised by the writer was used as the intervention. The SRP incorporated the PARNES Creative Problem Solving Model, which was presented, organized, and implemented by the writer.

The students were taught the Self-Recording Procedure using the PARNES Model and the following problem solving questions were asked: 1) "What do I need to know about SRP?"; 2) "In what ways can I use SRP?"; 3) "Where can I use SRP?"; 4) "How can I use SRP?"; 5) "What criteria will be established for judging students' behaviors, academic achievement, and self-esteem?"; and, 6) "How will SRP be generalized to other settings?".

Throughout each lesson in the program, the students were taught to use their own judgment and to decide whether they were on-task and increasing academic achievement or not. This helped them build their self-esteem, enhance their on-task behavior and increase their academic achievement.

CHAPTER III

Methodology

The Self-Recording Procedure (SRP) was drawn from several existing designs used for teaching monitoring skills. The SRP was taught using check sheets, the PARNES Model, visual prompts and the time sampling procedure. The writer was responsible for testing and assessing the results. The writer chose one day in the week to teach the PARNES Model and the SRP. Following the teaching, the students practiced the strategies using the plan devised by the writer for the remainder of the 12 weeks.

SRP was implemented over a 12 week period. The students were assigned their own check sheets and were given their instructions. During the lessons the writer monitored the students progress using the same SRP method.

An informal letter (Appendix C) was sent home to the parents of the 10 targeted students prior to implementation of the project. The letter outlined what would be required by the students and their parents. The letter asked both the students and parents for their signed commitment to the project.

The first week began with an inservice session. The principal and the teacher's assistant were provided with an overview of the project to elicit

their support and involvement. Using charts, the author outlined how the data was collected for pre-assessment and the selection of the three targeted problems: poor academic achievement, low self-esteem, and poor attention. A time schedule was distributed which discussed how the author would implement the strategy lesson. Following the inservice, feedback on the information presented was required (Appendix D). In addition, the students were informed that they were going to be taught a Self-Recording Procedure that incorporated the PARNES Model. They were given guided practice and activities in the PARNES Model (Appendix E) throughout the week.

In the second week, the lesson was spent orienting the students to the author's purpose, expectations, and short and long-range plans. Background about the practicum project was reviewed. The expectations that were outlined were the step by step process each of the students would be exposed to, the PARNES Model incorporated into the SRP, and the check sheets (Appendix A). The students would use all the steps provided to practice the SRP strategy until it was completely mastered. The students were informed that a lesson in the SRP strategy would take place once a week, with the practice of this strategy occurring throughout the week. They were told that their involvement was required for the success of the project. A discussion of the three target behaviors, (a) poor academic achievement (b) poor attention and (c) low self-esteem, was included with examples provided for each of the behaviors by the students. Time was set aside for questions that might be asked by the students. This helped achieve

beginning acceptance of the project at hand and practice of the PARNES Model.

In the third week the students were introduced to the definition of on-task behavior, the self-recording procedure, and all visual prompts and auditory equipment required for the study. The students were asked to define on-task behavior in their own words by using the Fact-Finding step of the PARNES Model and the dictionary. Through this problem solving activity the following definition was formed: On-task behavior is defined as any time the student has eyes focused on assigned material, writing answers on the assignment, checking problems, and receiving or asking for teacher assistance. At this time, the visual prompt (Appendix B) was introduced to the students to assist them in remaining on-task during their assignment and the self-recording procedure. Each student received a copy of the visual prompt which showed the on-task behaviors required. This copy was attached to their desks during the self-recording procedure. The students were then introduced to the self-recording procedure which incorporated the five steps of the PARNES Model, and the check sheets (Appendix A) to be used during the actual recording. Three 40 minute audio tapes were to be used during the implementation. The tapes were divided into the following: (a) on Tape One, the tone chimed every five minutes; (b) on Tape Two the tone chimed every 10 minutes; and (c) on Tape Three, the tone chimed every 20 minutes. Thus, during the implementation of Tape One, the students would self-record their behavior for eight observations per period. During the use of Tape Two the students would engage in self-

recording for four observations per period and when using tape three, the students would self-record for two observations per period. This session familiarized the students with the self-recording procedure which utilized the PARNES Model, the visual and audio prompts and the data recording sheets. The students were allowed to play with the tapes and ask any questions they might have had concerning the information presented.

During week four, each student was given a few of the self-recording "Number 1" sheets and a copy of the PARNES Model. They were asked to fill out the necessary details on the sheets, and were given more specifics about the SRP and how to use the PARNES Model during the recording period. The symbols used to record on the check sheets were explained; "o" was the symbol used for off-task behavior and "+" was used to represent on-task behavior. Off-task was defined as any behavior other than the desired behavior. The behaviors targeted on the check sheet were defined by the Problem-Finding step of the PARNES Model as: (a) Was I on-task?; (b) Was I in my seat?; (c) Was my task complete?; and, (d) How do I feel?. The students would assess themselves during the designated weeks, and the results would be tallied at the end of each week. Examples of on-task and off-task behaviors were demonstrated by the students to give them an idea of what was expected during the self-recording time. The writer explained that the audio prompt would indicate when it was time for them to self-record. The students were then given a math assignment and the self-recording began. While the students were doing their own recording, the writer and the teacher's assistant would be recording the students behavior

on master check sheets. Tape One was used during this session and for the rest of the week. The students recorded their behavior every five minutes during the day and this continued throughout the week. Two students refused to cooperate and were removed from the room quietly. At the end of the week the check sheets were collected and the results were tallied.

The students were on spring break during week five. They were provided with a letter for their parents detailing what their child must do during the break (Appendix C); self-recording "Number 1" check sheets (Appendix A); the Self-Recording Procedure (Appendix E); one audio tape with chimes every five minutes; and three math assignments that were required to be completed. The audio tapes which were taken home were made by the students themselves. The students were responsible for returning from the break with their self-recording check sheets, audio tape, math homework, and letter provided to them. A grade was given for the check sheets, homework, and letters submitted on the day of return. The results of the self-recording activity were shared with the students and their utilization of the PARNES Model was praised.

In week six, the students were asked to record their behavior using "Number 2" check sheets on which the recording took place every 10 minutes, making a total of four observations per period. The writer and the teacher's assistant continued to record the students behavior every five minutes. At the beginning of each day, the students were instructed to complete the details on the recording sheets and reminded that their

cooperation was needed. The students were reinforced during the observation time for their participation in the project and their use of the PARNES Model. At the conclusion of week six, the sheets were collected and the results tallied. Comparisons between weeks four and six were made. The students could see that an improvement in the targeted behaviors had occurred and this had a positive effect on their attitude as a whole.

During week seven, the students were in the third phase of the study. At this stage, the students used the third cueing tape and were informed that the recording would take place on "Number 3" check sheets every 20 minutes. Thus, only two observations were recorded per period for this week. The writer and the teacher's assistant still maintained the five minute recording procedure. At the end of the recording period, feedback sheets (Appendix D) were completed by the students. The responses were shared with the class during week eight.

In week eight the students were given sheets with five minute recording intervals. They were informed that they could self-record whenever they wanted to during that time. The writer and the teacher's assistant continued with their own recording. It was noted that some of the students recorded their behavior every five minutes while others did it every 10 minutes. Only one student recorded every 20 minutes. The data sheets filled out in week seven were discussed at this session. The reasons for the responses given were shared with the class by each student. The discussion ran into the next class period. It was noted from the discussion

that the students felt good about their increased on-task behavior, improved academic achievement, and their attitude towards school, which had changed for the better. The students who did not like being at school admitted that since the intervention, they enjoyed being there and looked forward to each new day. The writer also noted that the students took more care in their appearance and mannerisms. Only two students of the targeted population refused to participate in the study.

During week nine, parents of the 10 targeted students received a progress report (Appendix F). The report detailed behavioral changes specific to the three targeted problem areas. Copies of the old progress report were sent along with the new one to show an increase or decrease in academic achievement, attention, and self-esteem.

In week 10, the students were scheduled to demonstrate the self-recording procedure to three other classes. The students prepared detailed visual charts to present the vocabulary and procedure to these classes. It was noted that much time was taken in the preparation of these visual prompts. The students were very proud of their accomplishments and it showed in their presentations. They were each graded for their performance and delivery of the material. The students stated a personal opinion that this procedure helped them increase their academic achievement, attention, and self-esteem. They recommended this procedure to their fellow students. They were also willing to teach this procedure on an individual basis to anyone who was interested in it. Three students from these other classes asked to be taught this procedure.

In week 11, the students who were mainstreamed began to use the SRP procedure in these classes. The only change on the check sheet was that the teacher had to sign it. That way, both the teacher and the student were held responsible for the implementation of the procedure. The students who implemented the procedure were positively reinforced. The use of the SRP helped the students to generalize the procedure to other classes and settings. Prior to this, the writer consulted with the teachers to give them general information about what the students were going to be doing in their classrooms. The students were also asked of ways the check sheets could be improved. The suggested changes were made on the new check sheets which would hopefully be used in the new school year.

In the final week of the implementation, students were post-assessed by the writer using the Burks' test previously discussed. Feedback on progress was given to the students. Positive reports from the teachers were shared, and the students were provided opportunities to share their feelings about the project. All reported increased feelings of academic success, self-esteem, and on-task behaviors. The remaining time was devoted to compiling the data and sharing the outcomes with school personnel. Parents were notified of the results by telephone and by the students.

CHAPTER IV

Results

At the conclusion of the 12 week implementation period, evaluation consisted of post-testing following the procedures that were used to collect pre-test data. The Burks' Behavior Rating Scale is a county adopted instrument used in screening for services of the program for the E.H.. It is normed and is capable of measuring on-task behavior. Burks noted that the scales can be used to assess problem areas before and after intervention and can be used as one of the selection criteria to identify candidates for intervention. The Burks' Behavior Rating Scale consists of 19 categories. Each category ranges from Not Significant to Very Significant. The Not Significant is the optimum goal for all E.H. children for all categories. The test is subjective in nature and the teacher must rate 110 questions which are the most appropriate description of the child. The five descriptive statements are:

Number 1- You have not noticed this behavior at all.

Number 2- You have noticed the behavior to a slight degree.

Number 3- You have noticed the behavior to a considerable degree.

Number 4- You have noticed the behavior to a large degree.

Number 5- You have noticed the behavior to a very large degree.

The scores were tabulated and rated on the profile sheet which gave an indication of each child's Very Significant to Not Significant behaviors.

Table 5

Change in Behaviors of E.H. Students

Behavior Problem Areas

Student Number	Poor Academic Achievement	Poor Self-Esteem	Poor Attention
1	+	+	+
2	0	0	0
3	+	+	+
4	+	+	+
5	+	+	+
6	+	+	+
7	+	+	+
8	0	0	0
9	+	+	+
10	+	+	+

0 = No Change in Category
+ = Improved in Category by one or more Standards
- = Worsened in Category by one or more Standards

Student #1, whose behaviors included poor academic achievement, poor self-esteem, and poor attention, showed an

improvement in poor academic achievement and poor self-esteem by two standards, and by one standard for poor attention.

Student # 2 showed no change in any Burks' Very Significant or Significant behaviors from the initial rating. The student's Very Significant behaviors for poor academic achievement and poor attention remained the same as did the Significant behavior for poor self-esteem.

Student # 3 showed one standard drop from Significant to Not Significant in poor academic achievement and a two standard drop from Very Significant to Not Significant in the areas of poor self-esteem and poor attention.

Student # 4 and # 5 showed the same results as student # 3.

Student # 6 dropped two standards from Very Significant to Significant in the areas of poor academic achievement and poor self-esteem. The student also dropped by one standard in the area of poor attention showing an improvement between the pre and post-test.

Student # 7 demonstrated a positive change in ratings on the Burks' Scale. In the areas of poor academic achievement and poor attention the ratings fell two standards from Very Significant to Not Significant. Whereas in the area of poor self-esteem, the rating fell one standard from Significant to Not Significant.

Student # 8 showed no change in behaviors between the pre and post-test. Both tests showed Very Significant ratings in the areas

of poor academic achievement and poor attention, while in the area of poor self-esteem, the student's results were in the Significant Range.

Student # 9 had serious problems in the areas of poor self-esteem and poor attention. The student results from pre and post-testing indicated a positive change by dropping two standards from Very Significant to Not Significant. In the category of poor academic achievement the drop was one standard from Significant to Not Significant.

Student # 10 indicated a change in the categories of poor academic achievement and poor attention in which the student dropped one standard from Significant to Not Significant. In the area of poor self-esteem there was a drop of two standards from Very Significant to Not Significant.

Objective one was successful in that eight of the 10 students (80 percent) achieved a positive change on the Burks' rating scale for the targeted behavior of poor attention . Students two and eight showed no change in behavior when results were compared.

Objective two was considered partly successful because only eight of the 10 students participated in the oral presentation of the SRP by using the PARNES Model. In accordance with objective two, the students' letter grades are recorded in Table 6 below.

Table 6

Change in Letter Grades of E.H. Students

Grades

Student Number	Grade Before Intervention	Grade After Intervention
1	D	C
2	D	D
3	C	B
4	C	A
5	D	B
6	B	A
7	B	A
8	D	D
9	C	A
10	D	A

Students two and eight refused to participate in the oral presentation activity. Students number one, five, and 10 received a grade of excellent for their presentation. Everyone else received a grade of very good.

Objective three was also considered partially successful. Eight of the 10 target students showed positive results by a decrease of at least one level of significance on the Burks' Behavior Rating Scale for

the targeted behavior of self-esteem. Students two and eight showed no change from their pre-test to post-test scores.

In this study, 80 percent of the students showed improvements in academic achievement, self-esteem, and attention. Therefore, by increasing E.H. students on-task behaviors, improvements resulted in academic achievement, self-esteem, and attention.

CHAPTER V

Recommendations

The results of this practicum will be shared with other E.H. teachers on the assumption that the intervention of self-recording increases on-task behavior, academic achievement, and self-esteem. These teachers will be inserviced on how to teach the procedure so they may use it in their classes during the rest of the year.

Procedures and results will also be shared with the county lead teacher for the E.H. and the Director of Exception Education Services. It is possible that a presentation of the procedure and results could be offered at county inservices and as a consultative service. Off-task behaviors, low academic achievement, and low self-esteem are a problem at the site of the study. This procedure will be offered as an alternative method to help both special and basic education teachers in their classrooms.

The writer also entertains the possibility of instructing a college level course on classroom management studies for E.H. students. The emphasis would be on the outcomes of this project and other problems faced by a teacher of the E.H. student.

The writer will submit an article to Teaching Exceptional Children, a journal for teachers. The article will describe the program and suggest its use in other classrooms for the E.H..

Finally, a follow-up study is intended. This phase will measure the students' retention of the self-recording procedure and the long-term effect it has on on-task behavior and academic achievement. Approximately 18 weeks after the conclusion of this project, evaluation will be repeated using the procedure outlined in Chapter IV.

REFERENCES

Ackerman, A. M. and E. S. Shapiro. "Self-monitoring and work productivity with mentally retarded adults." Journal of Applied Behavior Analysis, 1984, vol. 17, pp. 403-407.

Blick, D. W. and D. W. Test. "Effects of self-recording and high-school students on-task behavior." Learning Disability Quarterly, 1987, vol. 10, pp. 203-213.

Brevard County Exceptional Educational Guide, 1987, pp. 144.

Burks, Harold F. Burks' Behavior Rating Scales Manual. Los Angeles, CA: Western Psychological Services, 1977.

Christie, D. J., M. J. Hiss and B. Loranoff. "Modifications of inattentive classroom behavior." Behavior Modification, 1984, vol. 8, pp. 391-406.

DeSaro, Maria. Personal interview. January, 1993.

Dickey, Wanda. Personal interview. January, 1993.

Educational Directory Dialog Information Services. Palo Alto, CA: 1992.

Flemming, Mary. Personal interview. January, 1993.

Florida School Report: Clearlake Middle School, 1991-92.

Gettinger, M. and H. R. Fayne. "Classroom behaviors during small group instruction and learning disabled and non-disabled children." Journal of Educational Research, 1982, vol. 15, pp. 182-187.

Harris, K. R. "Self-monitoring of attention behavior versus self-monitoring of productivity: Effects on on-task behavior and academic response rate among learning disabled children." Journal of Applied Behavior Analysis, 1986, vol. 19, pp. 417-423.

Hayes, S. C. and R. O. Nelson. "Similar reactivity produced by external cues and self-monitoring." Behavior Modification, 1983, vol. 7, pp. 183-196.

Kapadia, S. and J. Fantuzzo. "Teaching children with developmentally disabilities and severe behavior problems to use self-monitoring procedures to sustain attention to pre academic/academic tasks." Education and Training in Mental Retardation, 1988, vol. 23, pp. 59-69.

Lemhouse, Mary. Personal interview. January, 1993.

Lovitt, T. C. "Self-management projects with children with behavioral disabilities." Journal of Learning Disabilities, 1973, vol. 6, pp. 15-28.

Meyer, Stephanie. Personal interview. January, 1993.

Mimer, S. "Use of self-recording procedure to decrease the time taken by behaviorally disordered students to walk to special classes." Behavioral Disorders, August, 1990, vol. 15, pp. 210-216.

Nelson, R. O. and S. C. Hayes. "Theoretical Explanations for reactivity in self-monitoring." Behavior Modification, 1981, vol. 5, pp. 3-14.

Rooney, P. D., M. M. Polloway and P. D. Hallahan. "Self-recording during group instruction: Effects on attention to tasks." Learning Disability Quarterly, 1985, vol. 4, pp. 407-413.

Seymour, F.W., and Stokes, T.F. "Self-recording in training girls to increase work and evoke staff praise in an institution for offenders." Journal of Applied Behavior Analysis, 1976, vol. 9, pp. 41-54.

Shapiro, Edward S., and Tammy F. Derr. "School interventions for aggression." Special Services in the Schools, Spring-Summer 1987.

Slade, Armstrong W. "Self-monitoring for behavior disordered students." Teaching Exceptional Children, Winter 1986, pp. 144-148.

Sherman, Karen. "The effect of enhancing self-efficacy through participant modeling on social competency." Unpublished Dissertation, Fordham University, 1989.

APPENDIX A

Self-Recording Check Sheets

SELF-RECORDING CHECK SHEET NUMBER 1

5 Minute Intervals

Nomenclature used

(+) for on-task, in seat, and work complete.

(0) for off-task, out of seat, and incomplete work.

Name: _____

Date: _____

1. Was I on task?

☐	☐	☐	☐	☐	☐	☐	☐
5	10	15	20	25	30	35	40

2. Was I in my seat?

☐	☐	☐	☐	☐	☐	☐	☐
5	10	15	20	25	30	35	40

3. Was my task complete?

☐	☐	☐	☐	☐	☐	☐	☐
5	10	15	20	25	30	35	40

4. How do I feel? ☺ ☹

☐	☐	☐	☐	☐	☐	☐	☐
5	10	15	20	25	30	35	40

SELF-RECORDING CHECK SHEET NUMBER 2

10 Minute Intervals

Nomenclature used

(+) for on-task, in seat, and work complete.

(0) for off-task, out of seat, and incomplete work.

Name: _____

Date: _____

1. Was I on task?

☐ 10 ☐ 20 ☐ 30 ☐ 40

2. Was I in my seat?

☐ 10 ☐ 20 ☐ 30 ☐ 40

3. Was my task complete?

☐ 10 ☐ 20 ☐ 30 ☐ 40

4. How do I feel? ☺ ☹

☐ 10 ☐ 20 ☐ 30 ☐ 40

SELF-RECORDING CHECK SHEET NUMBER 3

20 Minute Intervals

Nomenclature used

(+) for on-task, in seat, and work complete.

(0) for off-task, out of seat, and incomplete work.

Name: _____

Date: _____

1. Was I on task?
   ☐ 20 ☐ 40
2. Was I in my seat?
   ☐ 20 ☐ 40
3. Was my task complete?
   ☐ 20 ☐ 40
4. How do I feel? ☺ ☹
   ☐ 20 ☐ 40

APPENDIX B

Visual Prompt

VISUAL PROMPT

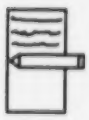
Remember

(1) Eyes on teacher or on work

(2) Sitting in seat

Facing forward

Feet on floor or legs crossed



(3) Using correct materials

(4) Working silently

APPENDIX C

Letters

LETTER TO PARENTS

Dear Parents/Guardians,

I am writing this letter to inform you that your child has been selected to participate in a study. The study, conducted by the teacher assistant and myself, will deal with teaching your child and those selected for this project a self-recording procedure (see attachments). With this tool in hand, I hope that your child's self-esteem, academic achievement, and on-task behavior will increase.

Your child has a folder at school in which the data will be collected. I believe it is in your child's best interest that we work together in relationship to your child's schooling. I will thus be in close contact with you regarding your child's performance during this study.

Please sign the tear-off and have your child bring it to school tomorrow. If you have any questions, please write or call me.

Sincerely,

_____

Mrs. Ernestine Hosler

E.H. Teacher

LETTER FROM PARENTS

Dear Mrs. Hosler:

I have read and understood the information provided that will be implemented in your class. You will receive full cooperation from my child and I.

_____

Parent/Guardian Signature

_____

Student's Signature

SPRING BREAK LETTER

Dear Parent/Guardian,

This letter is to inform you that your child has three math assignments, three Number 1 Check Sheets, the Self-Recording Procedure. the PARNES Model, and one audio tape with chimes at five minute increments. The attached information will tell you how the math projects have to be done. Your child will be graded on the data sheets, the math homework, the letter, and the audio tape when they are returned after the break.

Please sign the tear-off and have your child bring it to school when they return. Thank you for your cooperation. If you have any questions feel free to call me.

Sincerely

_____

Mrs. Ernestine Hosler

E.H. Teacher

SPRING BREAK RETURN LETTER

Dear Mrs. Hosler:

I have seen the math projects, the check sheets, the audio tape, and the self-recording procedure needed to be completed by my child. We followed the instructions given to do the assignments.

_____

Parent/Guardian Signature

APPENDIX D

Feedback Surveys

FEEDBACK SURVEY

Faculty

Circle the appropriate answer:

1. Was the presentation informative? YES NO
2. Did the presentation include the instrument to be used for data collection? YES NO
3. Were the results of the results of the pre-test explained? YES NO
4. Were the reasons for choosing the targeted behavior given? YES NO
5. Did the presentation give any information about what a practicum is? YES NO
6. In your opinion did the writer cover all basis needed to implement this practicum? YES NO
7. Was the writer organized during the presentation? YES NO

8. Did you feel comfortable with the information presented?

YES NO

9. Was any time given for discussion and asking questions?

YES NO

10. Were there any improvements needed in the presentation?

If YES please put suggestions in my mail box?

YES NO

FEEDBACK SURVEY

Student

After the implementation of the Self-Recording Procedure. The following questions were asked and rated from 1-5: Do I

(1) get along with others in my grade?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(2) ask permission before acting?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(3) follow classroom rules?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(4) take turns?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(5) set goals?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(6) share my feelings?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(7) complete all tasks given to me?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(8) ask for help when something goes wrong?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(9) use this procedure elsewhere?

1	2	3	4	5
Not true		Sometimes true		Mostly true

(10) pay attention in class?

1	2	3	4	5
Not true		Sometimes true		Mostly true

APPENDIX E

Self-Recording Procedure

& PARNES Model

PROCEDURE STEP BY STEP

(1) Set aside 45 minutes for each project.

(2) Find a quiet place to work.

(3) Use the tape given to you in class. It chimes every 5 minutes during recording.

(4) Use sheet "Number 1" for recording the behaviors during the 45 minute period.

(5) Begin the self-recording after all details on sheet " Number 1" are complete.

(6) When the first assignment is complete tally the "on-task" and "off-task" behaviors.

(7) Place completed math assignment and sheet " Number 1" in the folder.

(8) Repeat steps 1-7 for other math assignments using the other two "Number 1" sheets that have been provided.

IMPORTANT: DO NOT FORGET TO BRING IN SIGNED PARENT LETTER.

PARNES CREATIVE PROBLEM SOLVING MODEL

Step	Sample Student Activities	Sample Teacher Activities
1. Fact-Finding	Gather data about the definitions in the Self-Recording Procedure (SRP). Discuss what needs to be known.	Lead students through data gathering and fact-finding exercise.
2. Problem-Finding	Consider the problems in class from several viewpoints. Narrow down the problems to the three targeted behaviors.	Lead students through exercise to help see why these problems were chosen. Encourage students to state p their own problems.
3. Idea-Finding	Brainstorm to generate ideas for a solution to the problems. List all solutions including the SRP.	Encourage free expression of the idea of the SRP. Ask questions to see if the students understand the idea of SRP.
4. Solution-Finding	Discuss the established criteria for the SRP by including the definitions and information provided.	Lead students in a discussion to help them understand why the SRP was chosen.
5. Acceptance-Finding	With developed plan, identify the targeted population. Implement the SRP that has been devised.	Assist students in implementation of SRP. Have students share procedure with other classes. Enforce rules of the SRP.

APPENDIX F

Progress Report

PROGRESS REPORT

Date: _____

Students Name: _____

Nomenclature: Place # 1-3 where appropriate.

(1) Frequently

(2) Sometimes

(3) Seldom

ATTENTION

__ Looking out of window

__ Not paying attention

__ Taping pencil on desk

__ Bothering neighbor

__ Throwing spit balls

__ Talking during seat work

ACADEMICS

__ On-task 85% of time

__ Completes assignment in time

__ Hurrying through work

__ Unprepared to begin on time

__ Being cooperative

__ Presents neat and tidy work

SELF-ESTEEM

__ Appears clean and neat

__ Complements others on work

__ Acts responsible

__ Helpful to other students

__ Talking disrespectfully

__ Trustworthy